REPORT RESUMES

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PEACE CORPS DISCUSSION LEADERS' TRAINING UNIT, TRAINING EVALUATION STUDY. PART I.

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THIS IS PART ONE OF A REPORT ON DISCUSSION LEADERSHIP TRAINING CONDUCTED BY THE SPEECH COMMUNICATION CENTER OF THE UNIVERSITY OF WISCONSIN (MILWAUKEE), DURING JUNE 1965 TO EQUIP RETURNED PEACE CORPS VOLUNTEERS TO SERVE AS FACILITATORS OF PEACE CORPS TRAINEE SMALL GROUP DISCUSSIONS. THE GOALS OF SMALL GROUP DISCUSSION ARE TO INTEGRATE THEORY AND BEHAVIOR, TO DEVELOP PERSONAL FLEXIBILITY AND OPENNESS IN TRAINEES, AND TO INCREASE THE TRAINEES' TOLERANCE FOR FRUSTRATION. SCORES, RATINGS, AND WRITTEN AND ORAL COMMENTS WERE USED TO ASSESS THE EFFECTS OF THE COURSE ON THE ROLE PERCEPTION OF THE PARTICIPANTS; AMOUNTS AND KINDS OF KNOWLEDGE GAINED IN SMALL GROUP DISCUSSION BEHAVIOR AND LEADERSHIP, AND PARTICIPANT SATISFACTION WITH THE TRAINING UNIT. THE PROGRAM WAS GENERALLY WELL RECEIVED BY THE PARTICIPANTS, AND MET STAFF EXPECTATIONS ON ALL DIMENSIONS. IT WAS RECOMMENDED THAT SEVERAL PARTICIPANTS BE CHOSEN AT RANDOM TO MAKE AN ADDITIONAL EVALUATION OF THE PROGRAM AND THAT, IF THE INITIAL SUCCESS OF THE TRAINING UNIT SHOULD BE CONFIRMED, SUCH TRAINING SHOULD BE OFFERED ON A SYSTEMATIC BASIS. (THE DOCUMENT INCLUDES THE SYLLABUS, CASE STUDIES, TESTS AND QUESTIONNAIRES, AND COMMENTS.) (LY)

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EVALUATION STUDY

Peace Corps Volunteer Discussion Leaders' Training Unit

AC002084

port number 1

The Speech Communication Center UWM Speech Department

TRAINING EVALUATION STUDY*

Part I

PEACE CORPS VOLUNTEER
DISCUSSION LEADERS' TRAINING UNIT

The University of Wisconsin-Milwaukee
The Speech Communication Center

Kenneth D. Frandsen
Frank E. X. Dance

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September, 1965

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I.

SCOPE AND PURPOSE OF THIS REPORT

This report is Part One of a two part report intended to inform all those interested in the success of the Peace Corps Volunteer Discussion Leaders' Training Unit of the results of the evaluation of the three units conducted in June, 1965, at The University of Wisconsin-Milwaukee Speech Communication Center.

A. ORIGIN AND DEVELOPMENT OF THE UNIT

In February, 1965, Dr. Robert Baker, at that time stationed at The University of Wisconsin-Milwaukee as Washington Peace Corps representative, requested the Director of the Speech Communication Center, Dr. Frank E. X. Dance, to prepare a training unit for the purpose of developing returned Peace Corps Volunteers as leaders of small group discussions for Peace Corps training projects. Dr. Dance, utilizing the resources of the UWM Speech Communication Center, developed such a unit for Dr. Baker, and this first unit was administered during late February, 1965, to a group of returned Peace Corps Volunteers affiliated with The University of Wisconsin-Milwaukee Peace Corps Training Projects. Those concerned with this original UWM Unit all felt that it had successfully achieved the objectives set forth by Peace Corps and by the University. It was also felt that similar training might well be of value for returned Peace Corps Volunteers charged with leading small group discussions in Peace Corps Training Programs throughout the country. With this in mind, Washington Peace Corps invited Dr. Dance to visit the

University of Maryland campus during the annual Peace Corps Project Directors Conference and to speak to the assemblage concerning the value of a unit in discussion leadership training. After the annual conference, it was decided, based upon the response of the attendant project directors, to offer a series of three units during the month of June, 1965, at The University of Wisconsin-Milwaukee. These units were offered on the following dates: Unit 1, June 4, 5, and 6; Unit II, June 8, 9, and 10; and Unit III, June 11, 12, 13.

Concerning these units, there will be a two-part report. This document is part one of that two-part report. Part one deals with an immediate evaluation of the unit, while part two, which will be forthcoming sometime during 1965-66, will try to assess field experiences based on reports by the Peace Corps Volunteers who participated.

B. PURPOSES OF THE UNIT

The unit had as its main purpose the provision of educational and training experiences designed to equip Peace Corps Volunteers to serve as facilitators of planned small group discussions participated in by Peace Corps trainees.

In order better to understand the purpose of the unit, the purposes of the small group discussions need also to be mentioned since the role of the Peace Corps Volunteer as a facilitator would be dictated to some extent by those goals. The goals of the small group discussions are fourfold. First, the integration of theory and behavior; second, the development of personal flexibility on the part of the trainee; third, the development of personal openness on the part of the trainee; and fourth, the development of an increased tolerance for frustration on the part of the trainee.

With these purposes and goals in mind, the Peace Corps Volunteer Discussion Leaders' Training Unit was planned to utilize the shortest time possible in order to develop these goals and techniques, and, at the same time, to present the most sophisticated treatment available through the resources of the University. In order to bring nationally recognized guest authorities to the group, we utilized the relatively new technique of the tele-lecture, wherein the guest authorities could prepare a special presentation designed for the Peace Corps Volunteer Discussion Leaders' Training Unit and deliver it without leaving their home university, thus increasing the ability of the training unit to make use of experts who lived some distance from the training site. Attached as appendix one is a syllabus of the training unit. The same syllabus was followed throughout the three units with some minor variations caused by scheduling problems either in Washington or in Milwaukee.

II.

EVALUATION OF THE UNIT

The raw material for the evaluation of the Discussion Leaders' Training Unit consists of two types of information: (1) scores and ratings, and (2) written and oral comments. Attached as appendix two are copies of the questionnaires and tests used to obtain this information. In those instances where statistical analysis seemed appropriate, calculations were made and inferences were drawn according to the results of the statistical tests. However, any inferences based on statistical analysis of these data are limited by considerations of sample size and representativeness. Recognizing these limitations on the use of ratings and scores, we obtained both written and oral comments from participants near the conclusion of the training unit. Immediately following the collection of written comments, each training group discussed their experiences during a face-to-face, group self-inventory. Subsequent comparisons of written comments and opinions expressed during the group self-inventory indicate a close correspondence between these evaluative comments.

Both the scores-ratings and the written comments were collected to assist in answering three specific questions about the immediate impact of the training unit. The three questions are:

1. What is the effect of the training unit on the PCV's perception of himself in the role that he will assume after the training unit?
2. How much and what kind of knowledge and skill concerning small group discussion behavior and leadership is acquired by the PCVs who participated in the training unit?
3. How do the PCVs evaluate and react to their experiences in the training unit?

This report attempts to provide answers to these questions through examination and analysis of the two types of information provided by the PCVs who participated in the training unit.

A. PERCEPTION OF SELF IN THE ROLE OF DISCUSSION MODERATOR

1. Self-concept Measures

Perceived changes in competence. Before the training unit began and at its conclusion, PCVs completed a general attitude survey. A part of this survey was designed to obtain PCV self-concepts. PCVs were asked to indicate how they regarded themselves as Discussion Moderators. An adaptation of Osgood's Semantic Differential (Osgood, 1957) based in part on subsequent work by others (Berlo and Lemert, 1964; Smith, 1963) provided the format for obtaining the self-concept measures.

Differences between pre-unit and post-unit self-concept measures were determined and a statistical analysis of the difference scores indicated that the PCVs regarded themselves significantly more competent in the role of discussion moderator after their experience in the training unit. ($p < .05$)

Perceived changes in other characteristics. In addition to self-concepts regarding competence, the survey responses provided information about the PCV's perception of his trustworthiness, dynamism, positivism, seriousness and value as a discussion moderator. For each of these characteristics, only slight changes were observed. When changes did occur, they reflected a perceived increase. In other words, the PCVs generally reported that they viewed themselves as slightly more trustworthy, valuable, etc., in the role of discussion moderator after taking part in the training unit. However, none of these increases was statistically significant. Statistical summaries of these measures are provided in appendix three.

2. Written Comments

Specific comments offered by the PCVs are consistent with and provide additional support for the inference that the unit produced a significant change in the participants' view of their competence in the role of discussion moderator. One PCV with previous experience in a training program indicated that he "had taken the role of discussion leader but had no idea as to what my job was to be. Only experience provided this for me and this session makes it even more lucid." Other participants commented that the unit was of value to them "in clarifying my own role for the summer training program," and because "It put me in a frame of mind in which I could deal, I feel, more effectively with trainees." Perhaps the most direct expression of a change in self-concept was "I have more confidence in myself in playing the discussion leader role after the conference."

B. KNOWLEDGE AND SKILL ACQUIRED CONCERNING SMALL GROUP DISCUSSION

1. Test Scores

To obtain information regarding PCVs' acquisition of specific concepts and principles, two equivalent forms of a thirty-four item multiple choice test were constructed and administered before the unit began and at its conclusion. Some of the items were constructed by Dr. Frandsen; others were adapted from a test used previously. (Wolgamuth, 1961) The items covered a wide range of concepts and principles concerning small group discussion behavior and leadership as well as skills and techniques associated with brainstorming, role playing, case study preparation and use. Scores on the test administered prior to the beginning of the unit indicated a high level of information. The average score on the pretest was fifteen correct items, but the variability of these scores was relatively great. Scores on the test following the unit indicated that 55% of those taking both tests gained an average of three correct items and the variability in the scores on the second test was significantly smaller. ($p < .01$) Initial and final test scores are summarized in appendix three.

2. Written Comments

Point of view varied, regarding the acquisition of knowledge and skill as a result of participating in the unit, but the majority of those who commented reported a noticeable gain. Participants indicated that they had "gained valuable insights," had become "more aware of processes which group interaction consists of and their relation to each other," had "confirmed, expanded, and clarified" their own ideas, and that "the unit did much to reinforce" existing knowledge "and added much I hadn't had."

Two PCVs disagreed on the conditions under which their gains in knowledge occurred. One asserted that he "learned the most about group behavior during the unstructured periods." The other suggested that "perhaps theory and technique could have been conveyed to the participants in a more structured situation." Some indicated that they felt that they should have done some reading before attending the training sessions. Others observed that they had been "stimulated to find out more about it (small group discussion behavior) through literature, etc."

General comments on the matter of knowledge and skills ranged from "I did learn quite a lot about something I had known little about" to "Much of the theoretical material presented was repetitious for me, but I did enjoy the conference and I did gain some insights into possible techniques applicable to my work." A final comment, representative of concern for efficiency, was cautiously phrased "given the time factor, I don't see how I could have better acquired the basic and necessary fundamentals presented here." Representative of briefer comments was a simple, direct, and concise reply: "Learned much."

C. REACTIONS TO THE METHOD AND MATERIAL OF THE UNIT

1. Ratings

To secure information about PCV reactions to the methods and materials of the training unit, a modified form of Keltner's Conference Analysis, form H2 (Keltner, 1957), was included in the questionnaire that followed the training sessions. PCVs were asked to rate, on a seven point scale, each of several specific parts and aspects of the training unit. In addition, the questionnaire (Post Conference Inventory) requested an overall rating of the entire unit, a rating of the extent to which personal objectives seemed to be different from those of the group, a rating of the adequacy of the unit's presentation of the material, a rating of the extent to which the group assumed responsibility for its own progress, and a rating of the extent to which the individual PCV's point of view was given proper consideration.

Each PCV provided a rating for fourteen separate items related to the methods and materials of the unit. To assess the strength and direction of these ratings, an average rating was calculated for each of the fourteen items. For each of the fourteen items, the average rating was above the midpoint of the seven point scale. Statistical analysis of these average ratings indicated that in each case the distance between the midpoint of the scale and the average rating for the item was significantly greater than could be expected by chance.

Word equivalents for the numerical ratings, included on the questionnaire to provide guidelines for the assignment of ratings, provide a useful means of expressing these averages. Expressed in this way, the average overall rating for the entire unit was close to Excellent, i. e., about one scale point below the maximum possible average rating. The only average ratings that exceeded the rating for the entire unit were the rating of the film, Twelve Angry Men, and the rating of the extent to which the individual PCV's point of view was given proper consideration. Both of these average ratings were very close to Excellent, i. e., less than one scale point below the maximum possible rating.

The average ratings for other aspects of the training unit indicate that the word equivalent for the stimulation and value provided by each of the three tele-lectures, the three backup sessions, the group technique laboratory, and the discussion following the film was between "Much" and "Very Much." PCVs rated the extent of correspondence between their personal objectives and what the group was trying to accomplish as "Similar" and indicated that the group assumed "Much" of the responsibility for its own progress. A summary of these ratings is presented in appendix three.

2. Written Comments

The length of the written comments concerning the training unit varies from one word, "Enjoyable," to two hundred eighty words. The majority commented favorably on the unit and some PCVs offered constructive criticism. A few reacted specifically to the matter of combining experience in the framework of a developing group with the prepared presentations of the training staff. A representative comment concerning this combination was, "From one point of view I feel the session is a success, and that is that it actually put us through situations or experiences that are very similar to those each of us will encounter in working with PCVs." Again, two other participants provided different views reflecting the extremes. One observed, "The idea of using experience, that is, the group itself as a teaching device is a good one. However, I have the feeling that this was overused." Another replied that he "would have preferred actual 'development group' type situations through entire three days rather than semi-lecture-discussion but this may possibly have been our fault since we did not take over." Between these two extremes was the comment, "I think there has been a pleasing mixture of theory and practice."

Those who offered constructive criticism suggested the need to "try out group techniques, particularly case studies, role playing, and the uses of audio-visual materials." Although the general response to the tele-lectures was favorable, some comments reflected concern about the effectiveness of this technique. One PCV indicated that he "would have preferred to have heard more from Frank and Ken (In place of tele-lectures), especially in the early parts of the program." Comments on the length of the unit reflected a wish for more time. One PCV associated with the Division of Volunteer Support felt that "PCVs need more time (probably a week) to become confident in their ability to run the discussion phase of a training site." Another observed that "It was excellent but we should have more time," and a third concluded "Within the limited time I thought we had a fairly effective training program."

Also represented in the written comments were the unexpected but, nevertheless, instructive replies. Among these comments, two seem particularly relevant. One PCV noted that, "The sessions made me much less casual about my approach to my training work," and another simply remarked "I was surprised that it was as interesting. I was most interested in watching, participating, and realizing the development and growth of communication, empathy and interaction within our group." A complete transcription of all written comments appears in appendix three.

III.

INTERPRETATION

A. PROBLEMS IN MEASURING IMMEDIATE IMPACT

One of the principal limitations affecting the evaluation of the immediate impact of the training units was expressed by the participating PCV who said, "Those of us with no actual experience as related to Peace Corps Discussion groups, yet, don't know how much and how well we learned." While there are clear indications that changes occurred, the high levels of motivation and information reflected by the participating PCVs coupled with the compactness of the training unit would vitiate inferences beyond those which are adequately supported by the data obtained. Moreover, the previous experiences of the participating PCVs, i.e., periods of intensive training and testing, may have promoted a relative degree of sophistication that would have implications for the meaning attached to such measures as the gains on the multiple choice test of knowledge of concepts and principles.

Another limitation that may have affected the results concerns the degree to which the participating PCVs represent all PCVs engaged in training. Aside from the fact that not all PCVs who participated arrived at the training site in time to complete the initial phase of the evaluation procedure, it is impossible to determine whether those who completed all phases of the evaluation segment of the unit constitute a representative sample either of PCVs associated with training projects or of PCVs in general. Data obtained from a random sample of all PCVs associated with training projects would provide a means of overcoming this limitation.

B. POSSIBLE ASSESSMENT OF LONG RANGE IMPACT

The full measure of the effects of the training unit can be determined only through a careful analysis of the impact of the participating PCVs on the trainees with whom they will work. To provide a possible source of data for assessing the long range impact of their training experience, copies of questionnaires and rating scales useful in the evaluation of group discussion leadership and experiences were distributed to the PCVs near the conclusion of the training unit. Copies of these forms are included in appendix four. Basic explanations of these materials were presented and PCVs were invited to choose from among those distributed, have duplicate copies made, use them in their respective training projects, and return the results to Dr. Frandsen, at the UWM Speech Communication Center, for analysis and reporting.

To insure maximum possible response in this phase of the evaluation procedures, a direct mailing of copies of these forms along with the letter of invitation that appears in appendix four should be sent to PCVs who participated in the training unit. One PCV suggested a second conference "in September, after everyone has completed their summer training programs. Here you could better evaluate the effectiveness of the present conference." Another indicated that he "would like to follow-up the next P. C. training program with another Discussion training unit."

IV.

RECOMMENDATIONS AND CONCLUSION

A. RECOMMENDATIONS

1. It is recommended that an additional assessment of the effectiveness of the University of Wisconsin-

Milwaukee Speech Communication Center Peace Corps Volunteer Discussion Leaders' Training Unit be made sometime during early fall 1965 by selecting a random sample of participants and having them return to Milwaukee for a one-day, post-project assessment inventory.

2. It is recommended that based upon the initial success of the PCVDLTU, if supported by findings drawn from a post-project assessment inventory, such a training unit be offered on a systematic basis for purposes of preparing PCVs as project staff discussion facilitators.

B. CONCLUSION

The staff of the UWM Speech Communication Center is unanimous in stating that the PCVDLTU met staff expectations on all dimensions. This is not to suggest that the unit couldn't be improved. It could. The staff learned a great deal from the experiences during June and feels that some modifications could be introduced which would improve future sessions. The level of participants was excellent. The support from the Washington staff was all for which we could hope. From the staff point of view the training units were a valuable and successful experience.

Kenneth D. Frandsen
Kenneth D. Frandsen

Frank E. X. Dance
Frank E. X. Dance

REFERENCES

Barnlund, Dean C. and Franklyn S. Haiman, The Dynamics of Discussion. Boston: Houghton Mifflin Co., 1960.

Berlo, David K. and James B. Lemert, Dimensions of Source Credibility. Office of Civil Defense Research Report, Department of Communication, Michigan State University, June, 1964.

Haiman, Franklyn S. "A Revised Scale for the Measurement of Openmindedness," Speech Monographs, XXXI (June, 1964), 97-102.

Keltner, John W. Group Discussion Processes. New York: Longmans, 1957.

Osgood, Charles E., et. al., The Measurement of Meaning. Urbana: University of Illinois Press, 1957.

Smith, Raymond G. "Validation of a Semantic Differential," Speech Monographs, XXX (March, 1963), 50-55.

Wolgamuth, Dale, A Comparative Study of Three Techniques of Student Feedback in Television Teaching. Washington, D.C.: The American University, December, 1961.

Zucker, Alfred, "Developing a Weighted Rating Scale for Evaluating Discussion Leadership," Unpubl. paper, Speech Association of American Convention, August, 1963.

APPENDIX

I. SYLLABUS FOR PEACE CORPS VOLUNTEER DISCUSSION LEADERS' TRAINING UNIT

The Peace Corps Volunteer Discussion Leaders' Training Unit

The Speech Communication Center
of the Department of Speech
University of Wisconsin-Milwaukee

GOALS:

To provide education and training experiences designed to equip Peace Corps Volunteers as facilitators of planned Peace Corps Trainees small group discussions, which discussions are designed to assist the Peace Corps Trainee in: (1) the integration of theory and behavior; (2) the development of personal flexibility; (3) the development of personal openness; and (4) the development of an increased tolerance for frustration. The experiences will include both theory and practical techniques.

LENGTH OF TRAINING UNIT:

Three days. Participants will commence training at 8:30 a.m. on the first day and will be free to leave the training site by 5:00 p.m. on the third day.

NUMBER OF PARTICIPANTS:

Maximum	16
Minimum	12

TRAINING UNIT DATES:

June 4 - 5 - 6 . . . . . . 8 - 9 - 10 . . . . . . 11 - 12 - 13
F Sa Su Tu W Th F Sa Su

REGISTRATION: 8:00 - 8:30 a.m. June 4, 8, 11.
Room 120 Merrill Hall, The University of Wisconsin - Milwaukee

SURVEY: 8:30 - 9:30 a.m. June 4, 8, 11.
Merrill Hall (Dr. Frandsen)

PROGRAM[1, 2]

FIRST DAY (June 4, 8, 11)

9:30 - 10:00 a.m. *Welcoming Tele-address*. A Peace Corps/Washington official will greet the returned Volunteers - participants, and will assure them of their role and value

	to the continuing success of the Peace Corps. He will commend them for their enthusiastic participation in the Peace Corps Volunteer Discussion Leaders' Training Unit at UWM. A few minutes will be allowed for PCV comments and questions. This should take approximately 12 minutes, the question and answer period should take approximately 3 - 5 minutes.
10:00 - 11:00 a.m.	Tele-lecture by Dr. Franklyn S. Haiman, Professor of Group Communication, Northwestern University, Evanston, Illinois. THE THEORY OF GROUP DISCUSSION. 25 min. lecture, 10-15 min. Q & A. In this lecture Dr. Haiman will introduce the participants to the concept of small group discussion and the theory underlying its usage. In this lecture, the participants will learn of the empirical research which lends support to the usefullness of small group discussion as a device for learning and for change.
11:00 - 11:20 a.m.	Break.
11:20 - 12:30 p.m.	First Staff back-up lecture-discussion. (Dr. Dance) An analysis and extension of concepts and principles related to the theory of small group discussion. In this session the participants will be challenged to apply the material covered in the Tele-lecture to their own past experiences. They will also be encouraged to take issue with and dispute the remarks made in the first Tele-lecture. The session will itself assume the format of a small group discussion.
12:30 - 2:00 p.m.	Luncheon.
2:00 - 3:30 p.m.	Tele-lecture (II) by Dr. John W. Keltner, Chairman, Department of Speech, Oregon State University, Corvallis, Oregon. THE GOALS OF GROUP DISCUSSION. 25 min. lecture, 10-15 min. Q & A. One of the most difficult, and most frequent, questions proposed by discussion leaders and participants is "What are we supposed to be doing? What is our purpose?" Dr. Keltner will try and provide information which can help the

participants answer this goal-setting question to their own satisfaction. Dr. Keltner will also discuss the construction and use of "cases" in small group discussion.

3:30 - 3:45 p.m.	Break.
3:45 - 5:00 p.m.	Second staff back-up lecture-discussion. Case construction and usage in Peace Corps Training Projects. (Dr. Frandsen)
5:00 - 7:30 p.m.	Dinner. Guest speaker.
7:30 - 10:00 p.m.	Film: Twelve Angry Men (UWM FINE ARTS 40)

SECOND DAY (JUNE 5, 9, 12)

9:30 - 10:30 a.m.	Laboratory discussion of Twelve Angry Men. During this session the group will examine the film in the light of the material presented and considered the first day.
10:30 - 11:45 a.m.	Tele-lecture (III) by Professor Harold P. Zelko, Professor at The Pennsylvania State University, State College, Pa. PROBLEMS AND SOLUTIONS IN SMALL GROUP DISCUSSION. 25 min. lecture, 10-15 min. Q & A. Professor Zelko will discuss the kinds of problems that often arise in conducting small group discussions and will suggest means of solving the problems. Professor Zelko will also comment on the impact of physical settings on successful discussion as well as some techniques for evaluating discussion leadership, participation, and goal realization.
11:45 - 1:15 p.m.	Luncheon.
1:15 - 3:00 p.m.	Lecture-demonstration by Dr. Roger W. Axford, Associate Director, Informal Instructional Services, UWM. TECHNIQUES FOR SMALL GROUP DISCUSSION. In this session a variety of techniques will be described and demonstrated. Dr. Axford will consider "role-playing," "brainstorming," and "in-basket." The group will discuss the relationship of techniques to goals as well as the criteria of successful usage of varying techniques.

3:00 - 3:20 p.m.	Break.
3:20 - 5:00 p.m.	Group technique laboratory (Staff) In this session the entire group will engage in actual preparation and presentation of a variety of techniques. TOPIC: THE ROLE OF THE PCV IN PC TRAINING.

THIRD DAY (JUNE 6, 10, 13)

8:30 - 9:00 a.m.	Survey (II)
9:00 - 10: 15 a.m.	Laboratory discussion. GROUP DISCUSSION THEORY AND PRACTICE DURING THE PCVDLTU. In this session the participants and staff will examine their own interaction throughout the preceding two days. Appointed and volunteer observers will be called upon for comment.
10:15 -- 10:30 a.m.	Break.
10:30 - 11:45 a.m.	Planning, Evaluating, Equipping, and Executing at PCVDLTU. (Dr. Dance, Dr. Frandsen, and Mr. Bindrim.)
11:45 -- 1:00 p.m.	Luncheon.

AFTERNOON RESERVED FOR DVS/WASHINGTON MATERIAL

4:15 - 4:45 p.m.	Summary, Q & A, Conclusion (Staff)

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[1] The readings should be completed, if possible, prior to the first session. See the appended reading list.

[2] Any time following the first morning, the participants may listen to sample taped discussions.

READING LIST FOR PCV DISCUSSION LEADERS TRAINING UNIT*

1. Barnlund, Dean D. and Franklyn S. Haiman. THE DYNAMICS OF DISCUSSION. Houghton Mifflin Co. (Boston) 1960.

2. Gordon, Thomas, GROUP-CENTERED LEADERSHIP. Houghton Mifflin Co. (Boston) 1955.

3. Hara, A. Paul. HANDBOOK OF SMALL GROUP RESEARCH. Free Press of Glencoe (New York) 1962. Especially Part Two.
4. Keltner, John W. GROUP DISCUSSION PROCESSES. Longmans (New York) 1957.
5. Lee, Irving J. CUSTOMS AND CRISES IN COMMUNICATION. Harper (New York) 1954.
6. Zelko, Harold P. SUCCESSFUL CONFERENCE AND DISCUSSION TECHNIQUES. McGraw Hill Paperbacks (New York) 1957.

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*These materials should be read prior to commencing the formal training unit.

PEACE CORPS VOLUNTEER DISCUSSION LEADERS' TRAINING UNIT

Proposed Staff

UWM Speech Communication Center

Axford, Roger W., Ph. D.	Associate Director, Informal Instructional Services, University of Wisconsin-Milwaukee. Author of numerous articles on theory and techniques in Adult Education.
Dance, Frank E. X., Ph. D.	Associate Professor of Speech and Director of the Speech Communication Center of The University of Wisconsin-Milwaukee. Author of two books dealing with speech communication and contributor to academic journals.
Frandsen, Kenneth D., Ph. D.	Assistant Professor of Speech, University of Wisconsin-Milwaukee. Author of articles in the field of speech communication.
Haiman, Franklyn S., Ph. D.	Professor of Group Communication, The School of Speech, Northwestern University. Author of books dealing with small group communication and with freedom of speech. Active researcher in the field of small group behavior.

Keltner, John W., Ph. D.	Professor of Speech and Chairman of the Speech Department, Oregon State University, Corvallis, Oregon. Author of a book and many articles dealing with small group behavior. Former member of the Federal Mediation and Conciliation Staff. Active researcher in the field of small group behavior.
Zelko, Harold P., M.A., LL.B.	Professor of Speech, the Pennsylvania State University, State College, Pa. Author of five books and many publications in speech communication. Popular consultant with national business and industrial organizations. Former Director of Training, U. S. Internal Revenue Service.

II. QUESTIONNAIRES AND TESTS

Name ______________________________ Student I.D. No. ___________

GENERAL ATTITUDE SURVEY

The following are statements with which some people agree and others disagree. Please mark each one in the left margin, according to the amount of your agreement or disagreement, by using the following scale:

+1:	slight agreement	-1:	slight disagreement
+2:	moderate agreement	-2:	moderate disagreement
+3:	strong agreement	-3:	strong disagreement

Sample: +2 First impressions are not only lasting; they are usually very correct.

(The +2 indicates that the person who marked this item is in moderate agreement with the statement.)

______ 1. If the Voice of America is going to do a proper job of competing with Soviet Propaganda for the friendship of the uncommitted people of the world, it should avoid discussing such sore spots as the race question and concentrate on strong points such as our high standard of living.

______ 2. Of all the different philosophies which exist in this world, there is probably only one which is correct.

______ 3. Marriages between Christians and Jews should be strongly discouraged.

______ 4. A group which tolerates extreme differences of opinion among its own members cannot exist for long.

______ 5. Obedience and respect for authority are the most important virtues children should learn.

______ 6. Artists and professors are just as important to society as businessmen and manufacturers, if not more so.

______ 7. The necessity of appealing to masses of unthinking voters justifies the widespread tendency of political campaigners to oversimplify issues and emphasize personalities.

______ 8. I have so much trouble finding out what is or is not true that I can't understand how some people can feel so certain that they know the truth.

______ 9. All teachers and government workers should be required to sign loyalty oaths swearing that they are not Communists.

______ 10. I simply can't bring myself to condemn people just because they seem greatly concerned with their own well-being.

______ 11. There should be no efforts made to prevent Negroes and Whites from living in the same neighborhood.

______ 12. Most people don't realize how much of our lives are controlled by plots hatched in secret places.

______ 13. The more intimately that we get to know people we work with, the more we are likely to respect them.

______ 14. With our progress in education and communication, the people of this world are more sympathetic with each other's needs, problems, and aspirations than ever before in history.

______ 15. It makes little sense to treat homosexuals like criminals who deserve to be punished.

______ 16. It is difficult to believe that some people will go to heaven and others to hell.

______ 17. A person should have a job that interests him and work on it for its own sake, without regard for the importance of the recognition it will bring.

______ 18. Christmas or Hanukah observances, Bible reading, or other religious activities should not take place in the public schools.

______ 19. Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.

______ 20. People who can afford to dress according to prevailing styles ought certainly to do so.

______ 21. If people would talk less and work more, everybody would be better off.

______ 22. Governments and communities should not set up censorship boards which can ban movies on the grounds of immorality.

______ 23. Capital punishment (the death penalty) should be abolished.

______ 24. It is not important that people have complete faith in some supernatural power whose decisions they obey without question.

______ 25. No weakness or difficulty can hold us back if we have enough will power.

______ 26. It is poor advice to tell a person who has a problem or worry that it is best not to think about it, but to keep busy with more cheerful things.

______ 27. Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down.

______ 28. Most people just don't know what's good for them.

______ 29. Fundamentally, the world we live in is a pretty lonesome place.

______ 30. I believe that my confidence in my fellow men has been justified more often than not.

GENERAL INSTRUCTIONS CONCERNING THE SEMANTIC DIFFERENTIAL

STUDENT GOVERNMENT

STRONG:____:____:____:____:____:____:____:WEAK

BAD:____:____:____:____:____:____:____:GOOD

LARGE:____:____:____:____:____:____:____:SMALL

FALSE:____:____:____:____:____:____:____:TRUE

HEAVY:____:____:____:____:____:____:____:LIGHT

DISHONEST:____:____:____:____:____:____:____:HONEST

RUGGED:____:____:____:____:____:____:____:DELICATE

SOFT:____:____:____:____:____:____:____:HARD

Instructions: Considering the concept, "Student Government," rate it on the above scales. These scales measure meanings and there is no "good" or "bad" rating in the usual sense. There are seven steps on each scale. A mark at one end of the scale means "extremely." If, for instance, you checked the first scale as follows, it could mean that you felt the argument to be extremely strong.

STRONG:_X_:____:____:____:____:____:____:WEAK

A check in the position second from the end of any scale means "quite." A check in the middle position of any scale means that you are neutral or undecided. Only one position should be checked on each of the scales, but please check all of them.

On the following pages, you will find various scales. Please be sure to check each of the scales.

HOW I REGARD MYSELF AS A DISCUSSION MODERATOR

JUST:____:____:____:____:____:____:____:UNJUST

EXPERIENCED:____:____:____:____:____:____:____:INEXPERIENCED

MEEK:____:____:____:____:____:____:____:AGRESSIVE

CRUEL:____:____:____:____:____:____:____:KIND

EXPERT:____:____:____:____:____:____:____:IGNORANT

TIMID:____:____:____:____:____:____:____:BOLD

ADMIRABLE:____:____:____:____:____:____:____:CONTEMPTIBLE

UNTRAINED:____:____:____:____:____:____:____:TRAINED

ENERGETIC:____:____:____:____:____:____:____:TIRED

WORTHLESS:____:____:____:____:____:____:____:VALUABLE

LIGHT:____:____:____:____:____:____:____:HEAVY

MEANINGFUL:____:____:____:____:____:____:____:MEANINGLESS

NEGATIVE:____:____:____:____:____:____:____:POSITIVE

SERIOUS:____:____:____:____:____:____:____:HUMOROUS

OPTIMISTIC:____:____:____:____:____:____:____:PESSIMISTIC

HOW I REGARD MYSELF AS A PERSON

JUST:____:____:____:____:____:____:____:UNJUST

EXPERIENCED:____:____:____:____:____:____:____:INEXPERIENCED

MEEK:____:____:____:____:____:____:____:AGGRESSIVE

CRUEL:____:____:____:____:____:____:____:KIND

EXPERT:____:____:____:____:____:____:____:IGNORANT

TIMID:____:____:____:____:____:____:____:BOLD

ADMIRABLE:____:____:____:____:____:____:____:CONTEMPTIBLE

UNTRAINED:____:____:____:____:____:____:____:TRAINED

ENERGETIC:____:____:____:____:____:____:____:TIRED

WORTHLESS:____:____:____:____:____:____:____:VALUABLE

LIGHT:____:____:____:____:____:____:____:HEAVY

MEANINGFUL:____:____:____:____:____:____:____:MEANINGLESS

NEGATIVE:____:____:____:____:____:____:____:POSITIVE

SERIOUS:____:____:____:____:____:____:____:HUMOROUS

OPTIMISTIC:____:____:____:____:____:____:____:PESSIMISTIC

PRE - CONFERENCE SURVEY

UWMSCC-PCVDLTU June 1965

For each of the items listed below, select one of the five possible choices. Select the choice which, in your judgment, represents the best possible answer of the five available. Indicate your choices on the answer sheet which is attached.

Please do not mark choices or write on this booklet. Our schedule provides twenty minutes (20) for this survey.

1. In considering leadership in groups, the most important concern is:

    1. character traits
    2. consensus
    3. prestige
    4. situational behavior
    5. previous experience

2. Which of the following is not an effective way to resolve differences among members of a group?

    1. consensus
    2. integration
    3. voting
    4. compromise
    5. cooperation

3. "Cases" prepared for case study discussions should:

    1. illustrate a point
    2. include a possible solution
    3. present an interpretation
    4. analyze cause and effect
    5. describe a real problem

4. Role playing is most effective:

    1. when a group is immature and hesitant
    2. in showing rather than telling how to behave
    3. if carefully planned and rehearsed
    4. when introduced during a harmonious session
    5. when those playing roles achieve empathy

5. Which of the following is not a method for group self-improvement?

    1. discussion
    2. process observer
    3. expert consultant
    4. role playing
    5. post meeting reaction

6. The rules of "Brainstorming" prohibit

    1. piggy-backing ideas
    2. evaluation of ideas
    3. restatement of ideas
    4. irrelevant ideas
    5. too many ideas

7. One of the following is not an expected result of role playing:

    1. loss of self-consciousness
    2. demonstration of errors
    3. new insights
    4. self awareness
    5. ability to emphasize

The following four questions refer to this description:

It is in September, in the first week following registration. A college freshman has asked several of his classmates to meet him to discuss and plan the formation of a class organization. A group of ten freshmen, of which four are girls, meets, with the sophomore class president in attendance. Few are acquainted with the others and none with more than two.

8. The drives and needs which cause these students to attend are:

    1. security anxieties
    2. status desires
    3. hope for recognition
    4. desire for approval
    5. all of these

9. What criteria for a group are missing?

    1. psychological impact on each other
    2. common goals mutually recognized and accepted
    3. system of communication
    4. 1 and 2
    5. 2 and 3

10. What expectations do the members bring with them?

    1. that everything is already arranged
    2. that it is too early to "stick my neck out"
    3. that now is the time to take over
    4. that someone else will assume responsibility
    5. all of the above

11. What kind of behavior may be expected?

    1. task centered
    2. group oriented
    3. self conscious
    4. cohesive efforts
    5. other directed

The following two questions refer to this description:

Following the first meeting, at which the only thing agreed upon was a time and place for the second meeting, several of the more quiet members joined the sophomore class president for coffee, and complained about the meeting, saying that they felt they were being dominated and that he should do something about it. They were somewhat surprised when his questioning brought out that they were in disagreement as to which of two of the men and one of the girls was doing the dominating.

12. What conclusion should the sophomore make at this point?

    1. this class will have a hard time
    2. he should take over to correct this situation
    3. the group is immature
    4. it is the fault of the weak members
    5. it is the fault of the dominant members

13. What should the sophomore do about this?

    1. encourage the timid members to speak
    2. caution the dominators to hold back
    3. seek help from the faculty advisor
    4. make no change at this point
    5. determine who is responsible

The following two questions refer to this description:

When the second meeting gets under way, the sophomore class president suggests that he withdraw as temporary chairman and that the group select its own chairman. This leads to a spirited argument over duties of the new chairman and who he should be, with only about half the members participating.

14. At this point the temporary chairman should:

    1. introduce role playing
    2. ask for someone to comment on what is happening
    3. leave the room
    4. require each person to speak in turn
    5. explain the duties of the chairman

15. What characteristics of a mature group would you say is missing?

    1. a communication system in effect
    2. motivation for accomplishment
    3. an understanding of its goals
    4. member interest in each other
    5. all of the above

The following three questions refer to this description:

Before the end of this meeting, the group does agree on a temporary chairman and on an agenda for the next meeting. The sophomore announces that he cannot attend the next meeting. At the next meeting there is a different atmosphere. There is little disagreement and most comments are preceded by such remarks as "I agree with Joe, but", and "That sounds good", "I'd like to hear from Jane", and so on.

16. This is characteristic of:

    1. an overly cooperative group
    2. a group in its second phase
    3. group maintenance behavior
    4. all of these (1, 2, and 3)
    5. none of these

17. At this stage in the group development, what is determining the nature of its leadership?

    1. imposed views of the upper classes
    2. voting
    3. anxieties of the members
    4. norms and standards being developed
    5. previous experience

18. What should this group look for in choosing its leader?

    1. experience
    2. status and prestige
    3. empathy
    4. political relationships
    5. autocratic control

During the three meetings many kinds of behavior have been observed. Classify them according to leadership styles as follows:

1. autocratic
2. laissez-faire
3. democratic
4. non-leadership behavior
5. goal-oriented

19. The dominators who tried to take over at the first meeting

20. the non-participants

21. Those who talked too much

22. The sophomore class president

23. Those who complained to him after the first meeting

24. A member who proposed that they use PMRs to obtain the anonymous views of each member

25. A member who announced at the third meeting that "we seem to have agreed that Sam should be our temporary chairman," and the group and Sam agreed

26. Sam, who contacted each member before the fourth meeting to get his views of a proposed agenda

27. Tom, who backed him on several issues, in the fourth meeting

28. Sally, who contacted each other girl to urge her to insist that either the President or Vice President be a girl

29. The main reason for which a group will establish norms is:

    1. to guide it through routine processes
    2. they will be used to punish a leader
    3. to aid in the communication process
    4. they tend to restrict a group's growth
    5. all of the above

30. A mature group differs from an immature group in that it:

    1. is larger with recognized assigned roles
    2. is older with a developed jargon
    3. is able to distinguish between disagreement and hostility
    4. has clear lines of authority
    5. can accomplish the same in less time

31. The chief value of the case study method lies in:

    1. the recognition of the problem
    2. the case writer's interpretation
    3. the process of solution
    4. the point that is illustrated
    5. memorization of the conclusion

32. The first basic sensation of a member in a new group is:

    1. anxiety
    2. gregariousness
    3. curiosity
    4. eagerness
    5. indifference

33. Empathy helps a person to be effective in groups because it is:

    1. the same as sympathy
    2. a projective device
    3. a form of counseling
    4. a contribution to understanding
    5. a means of fulfilling a need

34. When you disagree with another person in the group, the urge to communicate with that individual is likely to:

    1. remain the same
    2. increase proportionately
    3. change moderately
    4. vary unpredictably
    5. decline rapidly

POST - CONFERENCE SURVEY

UWMSCC-PCVDLTU June 1965

For each of the items listed below, select one of the five possible choices. Select the choice which, in your judgment, represents the best possible answer of the five available. Indicate your choices on the answer sheet which is attached.

Please do not mark choices or write on this booklet. Our schedule provides twenty minutes (20) for this survey.

1. Norms are established in a group primarily for the purpose of:
    1. punishing the leader
    2. facilitating communication
    3. restricting group growth
    4. guiding routine operations
    5. none of the above

2. At first, a member entering a new group usually feels:
    1. gregarious
    2. eager
    3. anxious
    4. curious
    5. indifferent

3. When a group is "Brainstorming" a problem, they should not
    1. produce too many ideas
    2. piggy-back ideas
    3. present irrelevant ideas
    4. evaluate ideas
    5. restate ideas

4. Persons who can achieve empathy in groups are more effective because empathy:
    1. serves as a projective technique
    2. provides a means of counseling
    3. fulfills a basic need
    4. contributes to understanding
    5. produces the same effect as sympathy

5. Mature groups differ from immature groups in that they are:
    1. bigger with stabilized role relationships
    2. controlled by clear lines of authority
    3. have a special language of their own
    4. able to distinguish between argument and hostility
    5. capable of operating at a faster rate

6. The urge to direct communication to a person in the group who disagrees with you will probably:
    1. vary unpredictably
    2. decline rapidly
    3. increase proportionately
    4. change moderately
    5. remain the same

7. When preparing cases for study in discussion groups, the writer should remember to:
    1. analyze cause and effect
    2. present an interpretation
    3. describe a real problem
    4. illustrate a point
    5. include a possible solution

The following four questions refer to this description:

It is in September, in the first week following registration. A college freshman has asked several of his classmates to meet with him to discuss and plan the formation of a class organization. A group of ten freshmen, of which four are girls, meets, with the sophomore class president in attendance. Few are acquainted with the others and none with more than two.

8. The motivations which impel these students to attend are:
    1. needs for security
    2. desire for approval
    3. fellowship
    4. survival fears
    5. all of these

9. What criteria for a group are satisfied in this meeting?
    1. face-to-face situation
    2. awareness by each of each of the others
    3. common goals, mutually recognized and accepted
    4. none of the above
    5. all of the above

10. What expectations will be found among the members?
    1. that there will be "someone in charge"
    2. that nothing will be accomplished
    3. that a structure will be presented based on former classes
    4. that it will be well to wait and see what happens
    5. all of the above

11. What kind of behavior may be expected?

    1. job centered
    2. valency controlled
    3. self-centered
    4. group maintenance
    5. leader-centered

The following two questions refer to this description:

Following the first meeting, at which the only thing agreed upon was the time and place for the second meeting, several of the more quiet members joined the sophomore class president for coffee, and complained about the meeting, saying that they felt they were being dominated and that he should do something about it. They were somewhat surprised when his questioning brought out that they were in disagreement as to which of two of the men and one of the girls was doing the dominating.

12. What explanation would account for this?

    1. the class is not ready to organize
    2. someone should tell them what to do
    3. the dominant members are too self-seeking
    4. this is a normal first meeting
    5. lack of communication exists

13. What action should the sophomore take?

    1. dominate the next meeting strongly
    2. ask for expert help
    3. conduct the meeting as before
    4. encourage each person to be cooperative
    5. identify a potential leader

The following two questions refer to this description:

When the second meeting gets under way, the sophomore class president suggests that he withdraw as temporary chairman and that the group select its own chairman. This leads to a spirited argument over duties of the new chairman and who he should be, with only about half the members participating.

14. At this time the temporary chairman should:

    1. appoint a new chairman
    2. explain and ask for PMRs
    3. limit the time of the more vocal members
    4. call on the quiet members by name
    5. review the previous meeting

15. What characteristic of a mature group is not present in this group?

    1. face-to-face communication
    2. lack of disagreement
    3. experience
    4. procedures for dealing with frustrations
    5. a strong leader

The following three questions refer to this description:

Before the end of this meeting, the group does agree on a temporary chairman and on an agenda for the next meeting. The sophomore announces that he cannot attend the next meeting. At the next meeting there is a different atmosphere. There is little disagreement and most comments are preceded by such remarks as "I agree with Joe, but", and "That sounds good", "I'd like to hear from Jane", and so on.

16. This is a typical example of:

    1. group maintenance behavior
    2. the second phase
    3. an overly cooperative group
    4. none of these
    5. all of these (1, 2, and 3)

17. The structure of leadership in the group is determined by:

    1. norms and standards being developed
    2. tradition
    3. consensus
    4. past experience of candidates
    5. member anxieties

18. At this stage the group should consider which aspect foremost in the selection of its leader:

    1. age
    2. prestige and tradition
    3. empathy
    4. political relationships
    5. status

During the three meetings many kinds of behavior have been observed. Classify them according to leadership styles as follows:

1. goal-oriented
2. autocratic
3. laissez-faire
4. democratic
5. non-leadership behavior

19. Those who attempted to assume leadership at the early meetings

20. Those who did not talk

21. The talkers

22. The sophomores

23. Those who complained about the dominators after the first meeting

24. A member who asked that PMRs be used

25. A member who announced at the third meeting that "we seem to have agreed that Sam should be our temporary chairman," and the group and Sam agreed

26. Sam, who contacted each member before the fourth meeting to get his views on a proposed agenda

27. Tom, who became a blocker in the fourth meeting

28. Sally, who contacted each other girl to urge her to insist that either the President or Vice President be a girl

29. Which of the following is not a method by which a group may improve its operation?

    1. invisible committee
    2. process observer
    3. post meeting reaction
    4. role playing
    5. discussion

30. Role playing is at its best:

    1. when carefully rehearsed and written
    2. to get people to learn by doing
    3. when a group is in a good mood
    4. in cases of new and immature groups
    5. when it produces new insights

31. When considering aspects of group leadership we find ourselves most interested in:

    1. intelligence levels
    2. character traits
    3. situational behavior
    4. consensus
    5. previous experience

32. The case study method is valuable to the extent that the student:

    1. accurately interprets the point
    2. memorizes the conclusion
    3. recognizes the problem
    4. understands the author's meaning
    5. works out a solution

33. Which of the following is not an advantage of role playing?

    1. it causes a person to be aware of himself
    2. viewers see errors demonstrated by others
    3. role substitution gives new insights
    4. an individual loses his self-consciousness
    5. it helps a person to achieve empathy

34. Which of the following is not an effective way to resolve differences:

    1. voting
    2. compromise
    3. integration
    4. consensus
    5. cooperation

Name ______________________________ STUDENT I. D. NO. _______

Post Conference Inventory

This is an attempt to assess the quality of our work. Please be frank. Please circle the number that best represents your reaction and evaluation.

1. How would you rate this entire unit?

No Good		Mediocre		Good		Excellent
0	1	2	3	4	5	6

2. How stimulating and valuable were the tele-lectures?

None		Some		Much		Very Much	T-Lect. No.
0	1	2	3	4	5	6	I
0	1	2	3	4	5	6	II
0	1	2	3	4	5	6	III

3. How stimulating and valuable were the back-up sessions?

None		Some		Much		Very Much	Session No.
0	1	2	3	4	5	6	1
0	1	2	3	4	5	6	2
0	1	2	3	4	5	6	3

4. How stimulating and valuable were the film and the discussion following it?

None		Some		Much		Very Much	
0	1	2	3	4	5	6	Film
0	1	2	3	4	5	6	Disc.

5. How stimulating and valuable was the Group Technique Laboratory?

None		Some		Much		Very Much
0	1	2	3	4	5	6

6. To what extent were your personal objectives different from what the group (Staff, PCVs, etc.) was trying to accomplish?

Very Different		Remote		Similar		Identical
0	1	2	3	4	5	6

7. Did you feel that the unit provided an adequate presentation of the material?

Not at all   Some   Much   Adequate

0   1   2   3   4   5   6

8. Did the group assume responsibility for its own progress and achievement?

No   Some   Much   Entirely

0   1   2   3   4   5   6

9. Was your point of view given proper consideration?

Ignored   Brief   Much   Completely

0   1   2   3   4   5   6

10. In a few sentences, describe your reaction to and evaluation of your experiences in this Peace Corps Volunteer Discussion Leaders' Training Unit.

III.

BRAINSTORMING UNIT I SCC-PCVDLTU

(1) Librarian

(2) Technical-advisor

(3) Project director

(4) Publicity

(5) Historian

(6) Program developer - activities of volunteer
  a. area
  b. tech.
  c. extra-curricular activities

(7) Song teacher

(8) Art. language program

(9) Sports director

(10) Customs

(11) Bus driver

(12) Field trip facilitator

(13) Orientation

(14) Evaluation

(15) General cook

(16) Odd job

(17) Building and grounds person

(18) Discussion leader

(19) Lecturer

(20) Disciplinarian

(21) Writer

(22) Cook host country foods

(23) Animal husbandry

(24) Counselor to trainees selected out

(25) Peace organization worker

(26) Instruction and explanation of the forms of host country entertainment

(27) Language training

(28) Cartoonist

(29) Fiction and feature

(30) Laison between University and Washington, D. C.
  " " project staff and University
  " " trainees and staff
  " " project and country

(31) Embassy laison between people trainees and counselor and projectionist

(32) Health

(33) Volunteers should be in the planning stages of the project

(34) The volunteer should be assigned some specific duties. If he participates in evaluation it should be made known to him upon hiring. It should also be made known to the trainees from the outset

(35) Volunteer should live apart from trainees and should be made aware of the conflicts he may become involved in

(36) Language assistants

(37) Panel member

(38) Discussion leader can be used according to abilities in:
  a. area studies
  b. case studies

(39) Administrative assistants

(40) Field training leaders and instructors

(41) Provide assistance to visiting Washington PC personnel and presentations.

BRAINSTORMING UNIT II SCC-PCVDLTU

(1) Janitors

(2) Project co-ordinators

(3) Planners of PC programs from scratch

(4) Social workers - War on Poverty, Civil Rights

(5) Political force organization and pressure groups

(6) State department offices - federal and state

(7) Educators

(8) Staff of PC University

(9) Workers with international student groups

(10) Organizers of urban cultural centers

(11) Direct control of Chase Manhatten Bank with reference to South Africa

(12) Field agents for Alliance for Progress

(13) Publishing outfit - emphasis on international

(14) Businesses dealing with import and selling of foreign goods

(15) Workers, at least one, in each foreign embassy

(16) Hire them in training division

(17) Discussion leader at training site

(18) Urban renewal

(19) Brainstorming sessions in the U.S. to attack specific problems

(20) Teachers

(21) Foreign ambassadors

(22) Trainees for foreign programs

(23) Foreign student advisors in Universities

(24) Interpretors in the United Nations

(25) Assistant to congressman - federal and state

(26) Advisors to foreign aid programs

(27) Teaching of foreign language as second language

(28) Preparing units for social studies textbooks

(29) Resource for international understanding

(30) Organize foreign student clubs in Universities

(31) School boards

(32) University - discussion leaders for student organizations

(33) Peace Corps recruiting

(34) Career conferences for high school students

(35) Liasons for hot beds in the world

(36) Training cartoonist

(37) International business

(38) Periodical publishing concerns

(39) Biological specimens

(40) Astronauts to the moon

(41) Librarians

(42) Social Work and welfare

(43) Travel agencies and guides

(44) Advertising agencies

(45) AID directors

(46) Voice of America and USIA

(47) Farmers

BRAINSTORMING UNIT III SCC-PCVDLTU

(1) Take over completely

(2) Area studies

(3) Nursemaid

(4) Language, psychological studies (spies)

(5) Bring back all bad volunteers for public confession

(6) Ex-volunteers only selection board - no psychologists (2 hour shot only - mid-term and final)

(7) Ex-volunteers talk into a tape recorder - (in place of area studies)

(8) Pressure trainees with frustrations

(9) Put them through situations--no water, plumbing--insult them

(10) Volunteers play role of different kinds of Americans and expatriates

(11) Highlife - dancing and drinking - habits - social mores. Stage and meal of the country

(12) Have ex-volunteers refrain from bathing and shaving for 2 weeks. All men ex-volunteers wear beards

(13) Ex-volunteers cook for trainees using local materials and cook badly

(14) Make them aware they are propaganda fools in the cold war and won't change the structure

(15) Coordinating - evaluating teachers

(16) Spy and informer

(17) Feedback - liason

(18) Make contacts in country

(19) Could go down to help the representatives in country

(20) Pre-program planning

(21) Escort to country

(22) Consultant for worried parents

(23) Public relations man

(24) Arrange field trips

(25) Syllabus writing

(26) Health and Hygiene

(27) Show slides

(28) Read letters from friends in country - ex-PCV

(29) Show souvenirs - displays

(30) Set up field trips

(31) Talk about psychological problems

(32) Create a standard of excellence - tell what a great job PCVs do

(33) Arrange dental and eye appointments

(34) Talk to organizations

(35) See about getting special privileges for volunteers

(36) Provide or obtain textbooks and teaching materials

(37) Night watchman at dormitory

(38) Give cultural experience - newspapers, buying dramatics, music

(39) Technical studies

(40) Janitor

(41) Cook

(42) Dishwasher

(43) Sewer

(44) Arbitrate disputes within program

(45) Area studies - discussion leader

(46) Language - informal (expressions)

(47) Bull sessions

(48) Counselor

(49) Play every role in program

(50) Evaluation

(51) Dancing

(52) National Anthem

(53) Social

(54) Dorm superintendent

(55) Cooking - food habits

(56) Driver

(57) Physical education

(58) Free time use

(59) Political

(60) Leaders

(61) Evaluation

(62) Services of information - area studies

(63) Language teaching (formal and slang)

(64) Counselors

(65) Supporters

(66) Technical training

(67) Car drivers

(68) Party givers

(69) Official escorts of volunteers to host country

(70) Picture taking instructors

(71) Buffers-entire staff and PCVs

(72) Alarm clocks

(73) Devil's advocate

(74) Program planner

(75) Spies

(76) Safety hints

(77) Health hints

(78) Researchers

(79) Tour guides

(80) Examples

(81) Morale builders

(82) Community laison

(83) Organizational groups of foreign studies for cultural exchange purposes

(84) Dance instructors

(85) Harassers

(86) Organization volunteers for evaluation and suggestions-purposes of program

(87) Hot country contacts

(88) Trunk packery

(89) Sympathy committee

(90) Informer-typical questions asked of PCV

(91) Social orientation

(92) Preparation for cultural shock

CASE STUDIES

"The Drunken Policemen"

A Peace Corps Volunteer in Africa was driving two Peace Corps companions, one a young lady, through a strange city on their way to the coast, 600 miles away. Stopped at a T-shaped intersection, he pulled out forcing an oncoming motorcycle to slow down. After pulling out, the Volunteer drove on down the road. After a block, the motorcycle pulled along side and its two riders abusively told the Volunteer to pull over to the curb. The Volunteer did so. Amid insults, two things became clear. One, that the two men were local policemen, though not wearing uniforms. Two, that both had been drinking. After beating the Volunteers, and asking them if they thought they could drive anyway they wanted to just because they were white, they ordered the Volunteers to appear in the local court two days hence. The Volunteers had job commitments near the coast the following evening and they were upset by the prospect of delay. What approach might they have used in this situation?

Bahati Mbaya*

You have come in from the bush to the bright lights of Niarobi for a weekend. You and an American friend are riding a motor scooter. Suddenly, from an intersection a Mini-Minor loaded with Africans plows into you. The Africans jump out of the car and scream at you.

"You stupid Wazungu, don't you know how to drive. You could have killed one of us."

Although their small car has a small dent, your Vespa is badly in need of repair. In fact, you yourself are bleeding. You realize it is nothing serious but you become especially disturbed when the African accuses you and your friend when it was clearly the African's fault, and it is you not them that is injured. You are in the African sector of town and a large crowd begins to gather. There have recently been demonstrations against the American Embassy because of our Congo policy. The Africans in the car are all shouting at you. Someone in the crowd yells:

"Wazungu Wote ni Washang!" (All Europeans are S.O.B.'s)

You have heard many tales about violence from the British. What in this situation could you do to calm the anger of the driver and the crowd?

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*Bad luck (Misfortune)

Shauri ya Mungu

You are stationed in a mountainous area in Kenya. You are to assist in Co-op development as well as agricultural instruction. The mountains are steep. They also have a nearly constant cover of mist due to the altitude. Most vegetables grow very well due to the constant moisture. The District Agriculture Officer informs you that the mountains are eroding very rapidly because of slash and burn agriculture on the steep slopes.

One morning you see an old man hoeing on a slope so steep that he has a rope around his waist with the opposite end tied to a tree up slope. After formal greetings and general conversation, you question the advisability of his hoeing on such a slope. You point out another slope in the distance which is entirely eroded and suggest that perhaps that land should not have been cultivated. He laughs and says:

"Oh that was God's affair (Shauri ya Mungu) and besides I have planted like this for years. My father and grandfather before me also planted like this. We have never starved. We are a good family of farmers; we know this land."

Do you think you should continue to try to change this friendly old man's ways? If so, how might you approach the problem?

Shauri ya fedha*

You have been in Kenya about a month. You've just completed a long safari of rural co-ops. You have been assigned a driver - an African - who has been extremely helpful. Although he speaks little English he understands much because of his contact with Europeans. He has stayed by you all month assisting in translating whenever you were unable to pick up the rapid speech of the Africans. He supplied you the necessary words when you were speaking halting Swahili to co-op officers, chiefs and elders.

Immediately upon your return to central headquarters, your superior, an Englishman, calls you to his office. He has just received a directive from the permanent secretary saying that travel funds are short in the department and that all travel allowances should be closely scrutinized and recorded. The superior tells you that you will be in charge of approving or disapproving all travel allowances and overtime of those who work under you - including your driver.

You return to your office to find the driver waiting with his overtime sheet to be approved. He has registered a total of 80/hrs/wk, for the past month. You know that he has put in only 60/wk. You tell him you cannot approve his sheet because of the error in recording. He becomes hurt and says, "I thought you were different than the Colonial servants, I thought you care for me. We worked hard together in the bush. I thought we had become friends. I make only 150/every month. My six children need food and money for school fees. Besides, everyone knows that the treasurer always gives us only a fraction of the overtime we deserve." You know this is true because other Africans have made the same complaint to you. In fact, on early arrival you met the treasurer, a European with staunch colonial attitudes. State - "these bloody Africans are always trying to pull the wool over you eyes. Shit, you can't tell me they put in any overtime - they're the laziest s.o.b.'s on earth. They're lucky if they get a shilling out of me."

You also know this same European has used his own car and been paid mileage at government expense to tour rural treasuries. He himself admits he's gone game hunting on some of these occasions and never went near a treasury. Your driver reminds you of this, and points out that the few shillings he'll receive from the treasury after his cut in overtime will still be minimal. Perhaps his entire overtime payment for a month will not amount to the money the treasurer would receive for one day's travel. He again emphasizes his family needs.

You want to do what is right. What in this situation is the right thing? What do you do?

---

* A monetary difficulty

* * * *

For two months the volunteer had suggested buying a few extra lightbulbs, possibly maintaining even a small stock for emergencies. The Government Poultry Farm operated many wood brooders - each with several electric bulbs - for rearing baby chicks. In India bulbs were not difficult to come by. They were available in any bazaar. The volunteer found it difficult to understand why farm brooders were many times without bulbs. Zoo chicks would sometimes crowd around a single bulb for warmth. It was difficult to conceive a large government poultry farm running without an interested farm manager. And to the volunteers' constant questioning about the bulbs, the manager would reply, "yes, we will take care of it" - "and we'll buy a few extra bulbs tomorrow, and don't worry." In typical Indian fashion his head would shake back and forth in agreement.

The volunteer had just returned to his government poultry farm station from two weeks leave in New Delhi. Only the night before, 160 chicks died of what the registrar coined "weakness." A closer look showed no bulbs in the brooder, no heat, and naturally high mortality (not the first time, but one of many.) When confronted for an explanation, the farm manager told the volunteer to stay out of the poultry house and to keep off his back. That he, the manager, was in charge, and the PCV had no right to criticize his farm management.

What should the volunteer do? His entire extension project relied on production of baby chicks.

* * * *

A volunteer teaching in a West African village has completed his grading report and report cards for the school year. He has failed four of the twenty students in the junior class. Three of them failed by sizable margins.

The PCV turns the report cards and his grading report into the principal for approval and distribution. After the report cards have been distributed, the PCV finds that all of the students have passing grades and will continue into their senior year. Two of the individuals who were sons of important government officials, had received grades well in excess of passing. They had formerly failed by wide margins. How would you approach this situation?

PHASE II

The volunteer went to the principal to explain his feelings and objections. The principal informed the PCV that he had no business prying into other people's affairs and that as principal he had the final say. The volunteer responded by explaining that he felt that his grades were just and that certain standards should be maintained for the benefit of the other members of the class as well as for the good of the educational system. The principal continues to be adamant in his opposition to the grades becoming altered.

What are your reactions to each of the following alternatives:

1. Telling the principal that as an individual you could not continue to teach in a school which followed such practices.
2. Attempting to reach a compromise in which all but the sons of the government officials failed.
3. Let the situation pass.

* * * *

For the first week and a half after beginning my work as a teacher, everything went smoothly. The classes responded well to the mim-mem methods we had learned in training, and I was congratulating myself on how easily I had made the transition from American to Turkish life. But toward the end of my second week of teaching, I began to notice a degree of restlessness in the students. When I told them to be quiet they would be but only temporarily.

The next week was a miserable one. My classes had become uncontrolable. As none of the disciplinary measures I attempted seemed to work, I went to the principal for advice. He told me I was a Turkish teacher now, and I would have to employ Turkish means of discipline. "One of our old proverbs says, 'The flesh belongs to the teacher, the bones belong to the father,' Hit them!"

I felt that this would be impossible. If I hit the students, I would never be able to gain the respect, confidence, and trust from them which I wanted. But when I walked into my next class to find that I had no control over them, I was at a loss as to what I should do.

* * * *

The job of the Peace Corps Volunteer Leader (PCVL) is threefold: to act as liaison between the central PC office and the volunteer in the field, to provide administrative and program support to the PCVs in the field, and to coordinate the efforts of the PCVs with the programs of the host country agencies. As a PCVL, with some 30 community development PCVs in my territory, I derived particular enjoyment from a very close, personal friendship that developed between myself and one of "my" PCVs. It was more than the usual relationship in that, not only was I well integrated into his local program, but, we shared common intellectual ground and were both stimulated by some rather protractive personal philosophic discussions. I considered this a very meaningful and rewarding relationship.

As time wore on I began to suspect that the basis of our extraordinary compatibility lie in the expectation of this PCV that I was going to recommend him to take my place as leader upon my termination of service some three months hence. Although I tried to deny it, my suspicions were confirmed when, about two months before my departure, the PCV began making, at first, some indirect insinuations to that effect, followed soon after by more direct hints and probes. It was never my intention that he should replace me, because, although he was dynamic and relatively successful with the local people, I felt he simply did not have leadership capabilities (i.e. he was young and immature, impulsive, etc.). As a matter of fact, I had already recommended someone else for the job.

The time was rapidly approaching when his insinuations would be so direct as to be no longer ignorable. I stalled for time by avoiding the issue as much as possible, hoping that I would somehow find the opportunity to communicate my feelings (regarding his lack of leadership potential) to him in an indirect way, thus saving us both from a distasteful personal confrontation which, in addition to threatening our friendship, could have seriously undermined his confidence in himself both as a PCV and as a person.

It happened when we were sitting at a local bar having a few beers. "Have you or are you going to recommend me to take your place as PCVL?" The question was clear, direct, and unavoidable. No more stalling; the crisis was here. The outcome was decided by my response conceived within the split second interval between question and answer. What would you have done?

* * * *

A volunteer agricultural extensionist is working in an area where there are both large and small farmers. The small farmers are very poor, have no equipment other than hoes and they have small unfertile plots of land. The larger farmers have many square miles of land of which parts are excellent for crop production. The country is in critical need of food supply and there is much talk of agrarian reform. The volunteer has only 18 months to complete his job and he wishes to be productive as possible during his short time. If he must make a choice between the small farmer and the large farmer, which would he choose?

* * * *

Bill was sent to a town in southern Brazil to work in agriculture. He went to his duty station with the area supervisor who introduced him as the "Americano" peace corpsman. The area officer made arrangements for Bill to live in a cheap hotel and left town. The mayor who had invited the volunteer to work in the town was away when they had arrived and Bill had been left in the care of the mayor's right hand man.

The mayor returned two days later and met with Bill for a short talk. For two weeks Bill tried to talk with the mayor about plans for the purposed work of the PCV, but the mayor was always busy. Bill had inquired around town and some of the political enemies of the mayor told Bill that the mayor had said, "I requested an American and not a Latino." Bill was from Puerto Rico.

* * * *

Oh non, madame!

A Peace Corps Volunteer teacher is completing his first six week grading period in a Tunisian lycee. He has been teaching first and second year English classes by the direct method approach which he learned in training. The Tunisian headmaster gave him permission to try out the new method when they had their first meeting at the beginning of the term. Since then the PCV has worked harder than any of the other English teachers, who are all French or Belgian nationals; and he is the only teacher who knows all of his students by name. He has kept a daily account of each student's progress and the weekly quiz grades; intending to average these altogether for the final grade. Five days before the end of the grading period the French woman who heads the English department informs him that he must give his classes a standardized exam prepared by the French Department of Education. This exam will be the sole determinant of the pupil's grades and will be over materials which the Volunteer did not cover in his classes.

* * * *

The physical education teacher at an all girls school in Africa was a highly sensitive host country national who felt very keenly about his position at the school. Any unkind word towards games and athletics or negligence to pay due respect to his position or authority on the part of the staff generally put him into a sullen or explosive mood, which he would relieve by punishing the students.

The staff of the school oftentimes grumbled about his autocratic behavior, but no one seemed to want the consequences of a face-to-face confrontation. The administration was not too receptive to problems of the nature, and though complaints (particularly about his practice of pulling students out of other people's classes for punishment tasks) had been brought to the principal but no action had been taken.

The lone PCV at the school, a teacher of some experience, was becoming quite disturbed at the effect of his behavior on her students. One day, a girl from her form came to ask the PCV if she would intercede with the P. E. teacher who had ordered the class out onto the lawn (the usual meeting place for P. E. classes) for gymnastics and exercises even though there was a rainstorm going on. Several of the girls who were sickly asked him for permission to be excused, but he put off their pleas by telling them that the exercise was healthy, for such activity improved circulation of the blood. The instructor was in the library watching the girls practice on the lawn in the rain.

* * * *

A PCV is conducting an experiment with 10 undernourished children in her area. The experiment is under the direction of the local health clinic. She has received the consent of 10 mothers who have children suffering from malnutrition. The food supplement being provided is free causing the mothers no expense. The supplement is delivered to the homes each day prepared for serving to the baby at meal time with whatever else fruit, cereal, etc., the mother feeds it.

After several weeks, the results of the experiment are beginning to show in the babies improved health, particularly in baby #1, a severe case of malnutrition that had been close to death. At this point, the mother of child #1 decides she does not want to take part in the experiment any longer. No amount of persuasion seems to help. If the formula is left at her home, she will not use it. She even becomes beligerent and threatens to move from the area if she is brought any more of the formula.

A close friend of the mother's informs the PCV that the mother does not want the food supplement because it is obviously keeping the baby alive and the mother (an unmarried woman deserted by the father of the baby) wants the baby to die because "it will be better off with God in heaven," and because the baby reminds the mother of the father whom she hates.

The doctor of the medical center has visited the woman several times but to no avail. Not even the neighbor who loves the baby and is well liked by the mother can persuade her. Day-by-day, the baby reverts back to its original state.

* * * *

You are stationed in Northern Nigeria as a PCV teaching English in a secondary school. Your headmaster is a British educated Nigerian. You have been teaching for approximately 5 months. The method of discipline in the school is caning of the boys; the amount of strokes dependent upon the seriousness of the offense.

One hot, muggy afternoon you are returning home from school when you meet the headmaster with a boy in tow. He says for you to come with him and the boy.

Upon entering the principal's office, you realize he has ordered you to come along because he wants you to witness the beating he is about to inflict upon the boy. What would you do?

* * * *

A PCV is sent alone to a small town where he will supposedly spend the next two years doing Community Development work. The townspeople turn out to greet him. At the reception held in the school, the local schoolmaster breaks out a bottle of Aquardiente or trago and begins a rather lengthy and flowery speech praising the "noble cause" of the recently arrived norte americano who is "the embodiment of democratic ideals and altruism far from his homeland in such a humble and disolate place." The schoolteacher takes the drink and passes the glass to the PCV explaining that in such a place as his town true friendship is expressed in a warm glass of trago since there is nothing else to offer.

The PCV doesn't drink and never has. He has heard that alcoholism is a major problem among the inhabitants of this particular region and had thought about trying to combat this disease in some way.

* * * *

You are waiting in a long line in front of the post office window. There are some fifteen African ahead of you. You notice that the postmaster is beckoning you to come to the front of the line, to step in front of the Africans. You realize that the Africans are used to such actions on the part of Europeans, yet you, with your hard equalitarian American upbringing are reluctant to take advantage of your skin color.

You try to avoid the gestures of the postmaster and pretend that you don't see him. Meanwhile other Africans, both in front of you and behind you, have noticed the postmaster's signaling to you and they all expect you to take your "rightful" place in front of the line. What do you do?

* * * *

You arrive at a South American university to begin your first day of classes as an English teacher there. You have never taught before and are relying on only your Peace Corps training. The university is beginning this semester following an intense month-long strike.

On the wall of the foyer of the main class room building is a colorful poster. After some pictures and text on brutality against Negroes in the United States, there is a section entitled "The Peace Corps Teachers." Without mentioning your name the poster says:

1. The Peace Corps volunteer is on campus primarily to propagandize for the U.S.
2. He is filling a teaching position that would otherwise go to a qualified national.
3. He is living at a student dorm and has thereby deprived some poor student of housing.
4. He has had hasty, inadequate training.
5. He is a poor teacher.

In fact, you are no longer living at the student dorm although you were assigned a rent-free room by the University's rector.

You will be meeting your own classes and many other students and teachers in the following days. How will you handle the poster?

* * * *

A Peace Corps volunteer girl works in an extension agency with a host country counterpart and supervisor. The supervisor is jealous of the PCV and takes every opportunity to speak badly of her in front of her classes. Once the PCV went into a community to set up a home economics club. The following meeting no one appeared and upon questioning the neighbors she found that the day before the supervisor had come and told the girls that the PCV was no longer interested in them. She then proceeded to organize the girls under her own leadership.

* * * *

A female PCV in Latin America decided to attend the annual Christmas dance in her small town. The dance began after the Midnight Mass, and so it was almost 1:30 a.m. when she reached the hall.

At 2:30 a.m. most of the respectable people of the town began to depart, and the Volunteer did the same. Just as she was about to leave the building, she was approached by one of the leading citizens of the community and asked to dance.

Behind the man stood his jealous wife and he could hardly stand up with the amount of liquor he had in him. The Volunteer politely refused stating that it was late and that she was going to retire for the night.

The man became so enraged that he went about stating that the Volunteer thought herself above the "common man" and that she considered herself too good to dance with the local people.

What position could the Volunteer have taken in this situation?

* * * *

A Peace Corps surveyor is temporarily moving his crew to a new district for about three months. One of his men is married, but he decides to leave his wife behind. After about six weeks the Volunteer receives a letter from the District Officer at his former station saying that the laborer had not been supporting his wife and that she had been receiving relief money from the government. The same day the Volunteer is called to the District Office in his new district. The District Officer told him that he too had been informed that the laborer's wife had been placed on the dole and that the Volunteer should see to it that his employee send money to his wife. The laborer had told the Volunteer that he was sending part of each week's pay to his wife. The Volunteer is convinced that his laborer has been lying. What should be the next course of action?

* * * *

A PCV had served over two years in Africa when he learned of compelling personal reasons for which he must go home. He asked his PC Representative what the policy was on leaving two months earlier than his agreed six months extension date and the Representative said, "No problem, you can write home and say you'll be there in two weeks."

Happily, the PCV began to tie up his work, when his supervisors understood and urged him to return home early. He then wrote home, and had just got relieved letters back that he would be able to go early, when he went in for his termination physical exam and saw the PC Representative again.

This time, the PC Representative screamed that the only way the PCV could leave early is to resign; otherwise it would be favoritism. When the PCV pointed out that the "favoritism" of being terminated two months early in a six month extension was the PC Representative's idea, the Representative gave the PCV a long speech on the Greek word for courage. At no time, even after several questions, would the Representative give any reasons for changing his mind, which would have made the situation bearable, at least. The Representative kept repeating, "Put your money where your mouth is, quit!"

The PCV felt he had put too much time and effort into his PC experience to resign from it, but his family expected him home for reasons which really could wait two months but could become more critical by that time.

The Representative refused to discuss the matter further.

* * * *

A volunteer has been in a West African village four months. The villagers are polite but aloof.

One problem has dominated the volunteer from the beginning - water. The closest source of water is a stream one mile away. The villagers insist the volunteer not go to the stream because it is marshy, etc. Students are not always available to fetch water; consequently, the volunteer seldom has more than one pail of water a day with which to wash himself (and clothes, dishes, etc.), to cook with, and to drink.

Some months before this volunteer arrived, Peace Corps contracted one of the local plumbers to install plumbing in his house. Obviously the job has not been completed - it has been started and worked on at intervals of two or three weeks. It is in the halfway stage.

One day, as the volunteer is walking down the main street of his village, he encounters the plumber and asks him when he is going to complete the work. The plumber reacts violently shouting he will not do the work, "he has been cheated," "the rich Americans could pay more." A crowd of the villagers has gathered. What does the volunteer do?

* * * *

In a small community in Columbia a Peace Corps volunteer helped organize three football teams at the request of the boys themselves. The teams on their own decided to hold a dance to raise money for equipment and uniforms. One of the captains of the teams suggested that the dance be held in his father's house. The father is a prominent member of the community and the vice-president of the junta of the community. The vice-president consented to holding the dance in his home only if it would last just until midnight, be given 50% of the money for the tickets and receive the concession for the refreshments. The boys (including the vice-president's son) went to the volunteer and asked if they should go along with the vice-president and hold it in his home or have it in the school where they could have the dance as late as they wanted and receive the total profits but risk losing the support of this influential member of the community and perhaps some of his followers.

* * * *

Jim and Pat have been assigned to work in an agricultural school in a dry middle eastern country where irrigation is necessary. Jim works in machinery and Pat in crops.

Jim finds that causes for most machine breakdowns and expense are directly traceable to working in fields irrigated by a maze of paddies and high surrounding border dikes.

Pat also sees many problems with these small paddies in planting and harvesting.

After talking with people including their co-workers who hold the final decision, they find some of the main reasons why nothing has been done.

The administrator doesn't want to invest any money since the school may be moved (they've been thinking about it for ten years); secondly, the school budget is very erradic.

After studying and experimenting for some months, they work out a system that is cheap and could be moved if necessary. It would also pay for itself in one year by cutting huge water losses by 70%.

This meets with smiling approval and some doubts since it is only on paper. The country is filled with paper programs.

What could Jim and Pat do at this point to promote the development of their school?

* * * *

A PCV is assigned to work with a cooperative in a small isolated town. The cooperative was formed two years ago by the National organization for which he is working. His role is to assess the functioning of the cooperative and to work with a group of volunteer professionals (lawyers, doctors, etc.) who are the representative board for the National Organization in that town.

Soon after arrival it becomes apparent that the cooperative is not functioning and existing in name only. The Volunteer board with which he is supposed to work has also been inactive; they were formed two years ago and have been out of effective contact with the National Headquarters since their formation. At this point the volunteer board has no clear idea of what their function is and what they can expect in the way of support from National Headquarters. They are discouraged and skeptical of the purposes and support of the National Organization.

The Volunteer has a limited knowledge of the language spoken in the country and no contacts outside of the board directors who are looking for more direction and information.

* * * *

The headmaster of a secondary school has been appointed by the President and has considerable political influence. He has stated that the loyalty of his staff will be tested by their compliance with a law, e.g., the pledge of allegiance will be said at all public gatherings; morning assemblies are instituted in the school. The headmaster stipulates the senior master-on-duty must audibly lead the pledge. By coincidence two Peace Corps teachers arrive on duty at the assembly. No other teachers are available. 800 students and one headmaster are assembled.

* * * *

Bill and Jane were working with the 4-H Clubs in Brazil. Therefore, they worked very closely with their counterparts, the Brazilian extension agents. The agents and the PCVs were responsible to a regional team and then to the state office.

The PCVs worked in seven different counties so they had 14 local and 2 regional counterparts. Their relationship with all was extremely good.

The female half of the regional team was transferred and a new girl arrived. The new girl had a few good friends in the state office.

Soon the PCVs noticed the new girl was trying everything to undermine the work of the local extension agents, especially the girls. She seemed to be jealous. At one point she even had a girl transferred to another regional.

What should Bill and Jane do about this situation?

POST CONFERENCE INVENTORY GROUP I

#103 My purpose in attending this session was to learn something about working with groups in discussions. Not knowing much of the theory or ways to do this I think the sessions were very worthwhile. It would have been more helpful to me to have done some background material before attending the session.

#104 The time spent in this unit was most valuable in clarifying my own role for the summer training program, but it was certainly only a starting point. I would like to see the time used more fully so that there could be more opportunity to try out group techniques, particularly case studies, role playing, and uses of audio-visual materials. This doesn't mean cutting out all freetime, but it does mean reacting to a crash program in the most meaningful and effective way.

#105 Enjoyable.

#106 In a previous Peace Corps Training Program I had taken on the role of a discussion leader but I had no idea as what my job was to be. Only experience provided this for me and this session makes it even more lucid. It was an excellent training session and will probably become better with later groups.

#107 Some reactions are located near questions 4 and 7. It was healthy to be in a group which was relatively open and searching in its questions. I was able to deal with a number of questions and observations that I had had in a former role as a discussion "facilitator" in a Peace Corps Training Program. This proved quite valuable. Writing and examining the case studies and the techniques will likewise be mechanically useful.

#108 I received a lot out of it. I feel confident enough to hold a group discussion, but more and more inadequate in my (?) of group actions. There is much more to group discussions then I at first realized. I definitely feel the need to discover more about groups, and the need for experience. The discussing training unit was - I hope - very helpful - I would like to follow-up the next P. C. training program with another Discustion training unit.

#110 Felt unit valuable, but could be improved. I feel PCVs need more time, (probably a week) to become confident in their ability to run the discussion phase of a training site. These PCVs will not leave here with that security. Rog Axford fine, but his material needs to be made more relevant to the PCVs' needs. More time should be spent on "practice discussion," simulating a training site situation with case studies, role playing, etc.

POST CONFERENCE INVENTORY GROUP II

#201 The sessions were very stimulating in that they exposed participants to new ideas, outlined techniques, and provided practice which will prove quite valuable this summer. Each of us really got involved in the group interaction, remaining, at the same time, aware of our individual growth within the group, and of the evolution of the group as well.

A good example of knowing through experience rather than through learning about.

#203 Much of the theoretical material presented was repetitious for me, but I did enjoy the conference and I did gain some insights into possible techniques applicable to my work in Peace Corps Training.

#204 Gained many valuable insights - although the sessions would have more value if I had an opportunity to do some reading before attending. Learned the most about group behavior during the unstructured periods, and least when Mr. Axford held forth. Would have preferred to have heard more from Frank and Ken (in place of T-lectures), especially in the early parts of the program.

#205 From the first I felt very easy with this particular group. I was unafraid to say what I thought as everyones opinions were respected and thought to be of some value no matter how far "OUT."

The group and leaders were people with whom I felt an identity; all of whom I found very interesting.

#206 Liked it very much. Think it's great idea. Learned much. Would have preferred actual "development group" type situation throughout entire three days rather than semi-lecture-discussion - but this may possibly have been our fault since we did not take over. Perhaps the pure discussion setting approach could be effected by mailing the participants mimeo copies of topic material to be covered in sessions prior to conference rather than recommending reading list which is not easily obtainable and read by all. Except for tele-lecture, felt it would have been more valuable if actual development group situation existed throughout using brainstorming, role-playing, etc., techniques.

#207 I expected something more along the lines of the two papers presented at the beginning. These two papers really got inside groups while we skirted around the edges, sometimes too abstract and other times tooconcrete. Nevertheless, the session did crystalize some of the things I was vaguely thinking about and also served to rationalize my approach to thinking about working with groups.

I really felt that we didn't explore fully some of the ideas that came up, usually because we had to move on to something else. Perhaps, following the idea that voting tends to stop discussion, asking a group "all right, are there any more ideas on that" may have the same effect. To me, it signalled the cut-off point at which you were going to "transition" us to another topic.

From one point of view I feel the session is a success, and that is that it actually put us through situations or experiences that are very similar to those each of us will encounter in working with PCTs! The initial group silence--their expectations of the leader--the situation in which the leader holds the floor too long--the important difference participation makes--the situation in which no one seems to be stimulated by some idea or topic--or when one or two people are and tend to dominate the discussion.

I definitely feel that there needs to be far more emphasis placed on listening in the communication process. Generally, Americans are not very good listeners. A substantial part of the PCV's uncommunicativeness is because he is a poor listener not only when he returns to the U. S., but while he is over seas.

#208 I have become more aware of many group discussion "techniques" and also can perceive more elements which help create a good discussion group and foster the "feeling" of a group. However, I hope that this last day will provide an opportunity to synthesize and "pull together" more of the principles as they would apply to my actual job experience.

#209 I believe that the basic objective - that of learning - was attained. The concepts that were presented were quite new to me and will provide much thought for quite some time to come. I most definitely gained new insights into the discussion process and group behavior by the introduction of the theoretical concepts and the subsequent witnessing of some of these in actual group disucssion. The techniques were most certainly secondary. I had thought before coming that much of the time would be taken up by the presentation of techniques. I am fairly sure that that type of format would have proved less valuable. Given the time factor, I don't see how I could have better acquired the basic and necessary fundamentals presented here.

#210 The idea of using the experience, that is, the group, itself as a teaching device is a good one. However, I have the feeling that this was over used and perhaps theory and techniques could have been conveyed to the participants in a more structural situation. To be more specific, I liked Dr. Kelso's method and presentation. I think he wanted to convey certain techniques within the time limit, and he did just this, using the structural, or perhaps I should say, the test setter approach.

I would think a more structured situation is needed, or one in which the leader - Frank - allowed the group to move to the stage of interdependence, this being the idea course.

#211 The most valuable experience for me was to gain new insights into the leadership of case studies. I have seen several mistakes I've made in the past and hope to improve upon these in this summer's DVS orientation programs.

POST CONFERENCE INVENTORY GROUP III

#301 It made me aware of the difficulty an ex-PCV will have in determining his role in a training program and some of the subleties of leading a genuine discussion (my experience had mostly been with highly structured meeting-type discussions). It served to alert and warn me.

Most of what I picked up came from Drs. Dance and Frandsen whom I found highly competent and likable. Most of the lecture material seemed deficient.

The sessions made me much less casual about my approach to my training work.

#302 It put me in a frame of mind in which I could deal, I feel, more effectively with trainees. Besides, it made me more aware of processes which group interaction consists of and their relation to each other.

#303 It gives me more insight into the role of a discussion leader - who he is, and how he should effectively react to various group situations. I have more confidence in myself playing the D. L. role after the conference - as I haven't worked in this capacity before. Perhaps you could have a Post Conference survey in September, after everyone has completed their summer training programs. Here you could better evaluate the effectiveness of the present conference.

#304 I felt that the Training Unit was an exciting presentation of an idea - indeed a discipline, which was entirely new to me. In this situation I could not help but feel I was learning a great deal.

My particular job in PC Training may not allow me to use this new knowledge in formal group discussions, but I can foresee numerous situations, e.g., informal bull sessions, where this new knowledge will be of significant value.

#305 I was surprised that it was as interesting. I was most interested in watching, participating and realizing the development and growth of communication, empathy and interaction within our own group.

#306 I have very much enjoyed this experience and have learned a great deal from it. The group, I think, as a whole has enjoyed it, too. I think there has been a pleasing mixture of theory and practice. I do feel, however, that the tele-lectures, generally, has about 10-15 minutes worth of new things to say but it took them 45-50 minutes to say them. In other words, I believe they could have made a lot more points by taking much less time on each one. Over all, it was a very good conference, however.

#307 It has confirmed and expanded and clarified some of my own previous ideas and insights as to group behavior and it has opened up many resources to me of which I was previously unaware. I feel it has been a relaxing, enjoyable, yet stimulating experience.

#308 None

#309 I have been very favorably impressed by the excellence of the staff and I feel I have seen, perhaps for the first time, some good, solid ideas on Group Discussion Techniques.

#310 The unit was of great value in making us understand our roles, and I think it was handled masterfully, most important with good humor.

#311 I had previously had experiences with Discussion Leader training in my own Project Program. However, this Unit did much to reinforce that which I had learned and added much I hadn't had.

#312 Frankly, I was amazed to find such a high quality staff and materials. Accustomed to the usual peace corps conferences I was prepared for meodicracy, and useless reiteration. I feel that the material presented met almost all the needs of a discussion group leader in Peace Corps Training (as I've experienced) and in addition to the valuable aid in bibliographical materials plus lectures and discussions I'm pleased to find the discussion group system I've been trained to operate with approved of and examined in detail by "experts."

#313 In that the unit successfully combined theory and technique in 3 days it was good, although the technique was rushed in after certain of the tele-lectures, which were quite theoretical. I did learn quite a lot about something I had known little about--and am also glad there were plenty of handout sheets I can refer to.

#314 My main reaction is that we have heard more of how to say a point than what to say? This necessary fact was sometimes irritating in men like Dr. Keltner and Dr. Axford (more so in Dr. Keltner), but was excellently, if obliquely, explained in our last session. Then things started to fall into place, and discussion looked like a means of becoming - of creating - and as such, it took on much more meaning for me and I wished I had understood what Dr. Keltner's views are, since I feel the discussion group is important and filled with potential.

#315 Within the limited time I thought we had a fairly effective training program. I particularly enjoyed the good humor and excellent leadership of Dr. Dance. I also thought quite highly of the other PCVs in the group, both individually and as a group. I feel that I will be able to use the techniques and apply the information learned here in the training program. I also realize now the importance of good, trained leadership and planning ahead for discussion groups.

#316 It was excellent but should have more time. Those that are attending should have enough notice so that suggested books can be read first.

#317 I learned that there is, and exactly what, is the value in discussion groups.

Those of us with no actual experience as, related to PC discussion groups, yet, don't know how much and how well we learned.

#318 I have two main criticisms.

1. Size of the group was too large - This I think affected group communication and participation in a negative manner. Given this limitation, however, the group did have meaningful discussions.

2. Ineffectiveness of tele-lecture. I felt that the content of these lectures was poorly organized and not fully explained. I am not entirely sure that this is because of the method of communication (telephone) or simply the manner in which the professors presented their material. I tend to think that tele-lectures per se are not too effective.

#319 I really had no idea that groups had different styles of development, differed in types. Example--leader-centered-free discussion, etc., and didn't know about the types of people look for in groups.

I really had no formal training groups, and this training was a very good introduction to group dynamics and has stimulated me to go on my own to find out more about it through literature, etc.

#320 Initial recommendation: One should arrive at the beginning of the session.

The training unit has been an immense help in observing the group dynamics and leadership within the group itself. It was interesting to watch its evolution.

Some of the specific techniques, e.g., brainstorming, role-playing, had been seen and used before (a class in sociodrama); however, the general ideas, i.e., effect of fate control, dependency within a group, are extremely useful.

Lack of background reading is regretted. At least, the sources are available.

Hopefully, I might be a better discussion leader. (Optimistic!)

SUMMARY OF POST CONFERENCE INVENTORY RATINGS OF METHODS AND MATERIALS OF PEACE CORPS VOLUNTEER DISCUSSION LEADERS' TRAINING UNIT

Item Rated	Av. Rating	Distance from Scale Midpoint	Standard Error of Distance	"t" Value
Entire Unit	4.91[a]	1.99[b]	.1187	16.11[c]
T-Lect. 1	4.35	1.35	.1606	8.41
T-Lect. 2	3.41	.41	.2339	1.81
T-Lect. 3	4.27	1.27	.1803	7.04
Backup 1	4.87	1.87	.1605	11.62
Backup 2	4.57	1.57	.2342	6.69
Backup 3	5.00	2.00	.1501	13.32
Film	5.43	2.43	.1372	17.73
Disc. of Film	4.43	1.43	.2244	6.38
Group Tech. Lab	4.54	1.54	.2035	7.57
Correspondence of Personal and Group Objectives	4.49	.149	.1321	11.25
Adequacy of Presentation	4.70	1.70	.1543	11.04
Group Assume Responsibility For Own Progress	4.05	1.05	.2048	5.15
Consideration of Your Point of View	5.08	2.08	.1363	15.27

[a] Maximum possible average rating is 6.00.

[b] Maximum possible distance from the midpoint of the scale is 3.00.

[c] Testing the null hypothesis of zero distance between average and the midpoint of the scale.

SUMMARY OF CHANGES IN SELF-CONCEPTS AS A FUNCTION OF PARTICIPATION IN PEACE CORPS VOLUNTEER DISCUSSION LEADERS' TRAINING UNIT

Characteristic of PCV As a Moderator N=26	Number Indicating Gain	Net Change	Statistical Significance of Net Change[a]
Competence	18	1.23	$p < .05$
Trustworthiness	15	.54	N. S.
Dynamism	8	-.15	N. S.
Positivism	9	.25	N. S.
Seriousness	13	.56	N. S.
Value	9	-.19	N. S.

[a] Testing the null hypothesis of zero gain in self-concept scores.

SUMMARY OF SCORES ON INITIAL AND FINAL TESTS OF KNOWLEDGE OF CONCEPTS AND PRINCIPLES RELATED TO SMALL GROUP DISCUSSION BEHAVIOR

PCV	Pre-Conference Score	Post Conference Score	Difference Between Pre and Post
#103	6	13	+7
104	17	22	+5
105	14	12	-2
106	18	19	+1
107	15	19	+ 4
108	13	16	+ 3
110	17	16	-1
201	21	21	0
206	19	16	-3
207	16	15	-1
208	17	18	+1
209	14	14	0
210	6	14	+ 8
211	25	19	-7
301	17	19	+ 2
304	19	16	-3
305	11	13	+2
306	13	17	+4
307	18	16	-2
309	12	14	+2

310	12	12	0
311	14	14	0
312	17	19	+2
313	18	19	+1
315	15	13	-2
316	10	12	+2
317	12	17	+5
318	23	12	-11
319	12	13	+1

NOTE: Seven of the participating PCVs arrived after the scheduled pretest had been administered.

IV. DISCUSSION LEADERSHIP EVALUATION MATERIALS

DISCUSSION LEADERSHIP EVALUATION

	Effectiveness Rating				
Characteristic	Excellent	Good	Average	Fair	Poor
(10) Maintains a democratic and permissive atmosphere					
(9) Keeps a balance of participation					
(8) Seeks to unify, rather than divide					
(7) Communicates effectively					
(6) Keeps group goal-oriented					
(5) Initiates the discussion					
(4) Helps the group evaluate itself					
(3) Plans for the discussion					
(2) Summarizes as needed					
(1) Provides for a good physical environment					

Leader ______________________________ Date ____________________

Observer ______________________________

Comments:

BARNLUND-HAIMAN LEADERSHIP RATING SCALE

INFLUENCE IN PROCEDURE

Initiating Discussion

A. 3	2	1	0	1	2	3
Group needed more help in getting started			Group got right amount of help			Group needed less help in getting started

B. The quality of the introductory remarks was:

Excellent	Good	Adequate	Fair	Poor

Organizing Group Thinking

A. 3	2	1	0	1	2	3
Group needed more direction in thinking			Group got right amount of help			Group needed less direction in thinking

B. If and when attempts were made to organize group thinking they were:

Excellent	Good	Adequate	Fair	Poor

Clarifying Communication

A. 3	2	1	0	1	2	3
Group needed more help in clarifying communication			Group got right amount of help			Group needed less help in clarifying communication

B. If and when attempts were made to clarify communication they were:

Excellent	Good	Adequate	Fair	Poor

Summarizing and Verbalizing Agreements

A. 3	2	1	0	1	2	3
Group needed more help in summarizing and verbalizing agreements			Group got right amount of help			Group needed less help in summarizing and verbalizing agreements

B. If and when attempts were made to summarize and verbalize agreements they were:

Excellent	Good	Adequate	Fair	Poor

Resolving Conflict

A. 3	2	1	0	1	2	3
Group needed more help in resolving conflict			Group got right amount of help			Group needed less help in resolving conflict

B. If and when attempts were made to resolve conflict they were:

Excellent	Good	Adequate	Fair	Poor

INFLUENCE IN CREATIVE AND CRITICAL THINKING

Stimulating Creative Thinking

A. 3	2	1	0	1	2	3
Group needed more stimulation in creative thinking			Group got right amount of help			Group needed less stimulation in creative thinking

B. If and when attempts were made to stimulate ideas they were:

Excellent	Good	Adequate	Fair	Poor

Encouraging Criticism

A. 3	2	1	0	1	2	3
Group needed more encouragement to be critical			Group got right amount of help			Group needed less encouragement to be critical

B. If and when attempts were made to encourage criticism they were:

Excellent Good Adequate Fair Poor

Balancing Abstract and Concrete Thought

A. 3	2	1	0	1	2	3
Group needed to be more concrete			Group achieved proper balance			Group needed to be more abstract

B. If and when attempts were made to balance abstract and concrete thought they were:

Excellent Good Adequate Fair Poor

INFLUENCE IN INTERPERSONAL RELATIONS

Climate-Making

A. 3	2	1	0	1	2	3
Group needed more help in securing a permissive atmosphere			Group got right amount of help			Group needed less help in securing a permissive atmosphere

B. If and when attempts were made to establish a permissive atmosphere they were:

Excellent Good Adequate Fair Poor

Regulating Participation

A. 3 2 1 0 1 2 3

Group needed more regulation of participation	Group got right amount of help	Group needed less regulation of participation

B. If and when attempts were made to regulate participation they were:

Excellent Good Adequate Fair Poor

Over-All Leadership

A. 3 2 1 0 1 2 3

Group needed more control	Group got right amount of control	Group needed less control

B. If and when attempts were made to control the group they were:

Excellent Good Adequate Fair Poor

- -

Leader ______________________________ Date ________________________

Observer ____________________________

Comments:

GENERAL INSTRUCTIONS CONCERNING THE SEMANTIC DIFFERENTIAL

FEDERAL AID TO EDUCATION IS COSTLY

STRONG:____:____:____:____:____:____:____:WEAK

BAD:____:____:____:____:____:____:____:GOOD

LARGE:____:____:____:____:____:____:____:SMALL

FALSE:____:____:____:____:____:____:____:TRUE

HEAVY:____:____:____:____:____:____:____:LIGHT

DISHONEST:____:____:____:____:____:____:____:HONEST

RUGGED:____:____:____:____:____:____:____:DELICATE

SOFT:____:____:____:____:____:____:____:HARD

Instructions: Considering the argument "federal aid to education is costly," rate it on the above scales. These scales measure meanings and there is no "good" or "bad" rating in the usual sense. There are seven steps on each scale. A mark at one end of the scale means "extremely." If, for instance, you checked the first scale as follows, it could mean that you felt the argument to be extremely strong.

STRONG:_X_:____:____:____:____:____:____:WEAK

A check in the position second from the end of any scale means "quite." A check in the middle position of any scale means that you are neutral or undecided. Only one position should be checked on each of the scales, but please check all of them.

On the following pages, you will find various scales. Please be sure to check each of the scales.

HOW I REGARD __________ AS A PERSON

JUST:____:____:____:____:____:____:____:UNJUST

EXPERIENCED:____:____:____:____:____:____:____:INEXPERIENCED

MEEK:____:____:____:____:____:____:____:AGGRESSIVE

CRUEL:____:____:____:____:____:____:____:KIND

EXPERT:____:____:____:____:____:____:____:IGNORANT

TIMID:____:____:____:____:____:____:____:BOLD

ADMIRABLE:____:____:____:____:____:____:____:CONTEMPTIBLE

UNTRAINED:____:____:____:____:____:____:____:TRAINED

ENERGETIC:____:____:____:____:____:____:____:TIRED

WORTHLESS:____:____:____:____:____:____:____:VALUABLE

LIGHT:____:____:____:____:____:____:____:HEAVY

MEANINGFUL:____:____:____:____:____:____:____:MEANINGLESS

NEGATIVE:____:____:____:____:____:____:____:POSITIVE

SERIOUS:____:____:____:____:____:____:____:HUMOROUS

OPTIMISTIC:____:____:____:____:____:____:____:PESSIMISTIC

HOW I REGARD __________ AS A DISCUSSION MODERATOR

JUST:____:____:____:____:____:____:____:UNJUST

EXPERIENCED:____:____:____:____:____:____:____:INEXPERIENCED

MEEK:____:____:____:____:____:____:____:AGGRESSIVE

CRUEL:____:____:____:____:____:____:____:KIND

EXPERT:____:____:____:____:____:____:____:IGNORANT

TIMID:____:____:____:____:____:____:____:BOLD

ADMIRABLE:____:____:____:____:____:____:____:CONTEMPTIBLE

UNTRAINED:____:____:____:____:____:____:____:TRAINED

ENERGETIC:____:____:____:____:____:____:____:TIRED

WORTHLESS:____:____:____:____:____:____:____:VALUABLE

LIGHT:____:____:____:____:____:____:____:HEAVY

MEANINGFUL:____:____:____:____:____:____:____:MEANINGLESS

NEGATIVE:____:____:____:____:____:____:____:POSITIVE

SERIOUS:____:____:____:____:____:____:____:HUMOROUS

OPTIMISTIC:____:____:____:____:____:____:____:PESSIMISTIC

FOLLOW-UP LETTER TO PARTICIPANTS

____

____
____
____

Dear __________________:

Enclosed are copies of the case studies prepared by volunteers who participated in the PCV Discussion Leaders' Training Unit. We look forward to your comments concerning trainee reactions to these case studies and to observations you might care to make regarding the use of case studies in your project.

Again, we invite you to send us evaluation forms for analysis and we will send the descriptive report of the results to you. Also enclosed are copies of the Barnlund-Haiman Leadership Rating Scale and the Leadership Evaluation Scale. Either or both of these forms can provide useful information, whether they are completed by trainees after a discussion session or by an observer with some knowledge of small group behavior. Your own adaptation of the Keltner Conference Analysis, form H-2 would be particularly useful in securing trainee reactions to discussion sessions.

Now that you have had an opportunity to reflect on your experiences in the training unit, we will appreciate any comments or reactions you might care to send along.

Frank and I hope your summer experience will be enjoyable.

Cordially,

Ken Frandsen